

# THE VIRGINIA TEACHER

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# *THE* VIRGINIA TEACHER

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January, 1937



The Modern High School • • • •  
• • • • • Paul Hounchell

Values of Integrated Teaching • • •  
• • • • • Mary Louise Seeger

“And Sadly Teach” : A Quotation from *The  
American Scholar* • • • • •

The Reading Table

Film Estimates

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# THE VIRGINIA TEACHER

Volume XVIII

JANUARY, 1937

No. 1

## THE MODERN HIGH SCHOOL AS A PEOPLE'S COLLEGE

### PART ONE: OUR HIGH SCHOOL CHILDREN

**D**URING recent years we have often heard the high school referred to as the "people's college." Many developments in the growth of high schools as an agency of education seem to predict that they are to be truly democratic schools which will serve "all the children of all the people." In a recent book on secondary education, Dr. Thomas Briggs says in effect that we have successively attained high schools at public expense, secured attendance of pupils in these schools, reduced failures to the extent that a majority of pupils stay in school, but that we have yet to decide what the schools are to do.

Sometimes it appears that all is not well with the high schools. Recently a prominent professor of psychology in a state university said that elementary schools are far more progressive than high schools in the matter of adopting and using new ideas and subject matter. He estimated that it will take high schools many years to catch step with educational progress in better schools at other levels.

To what extent the above statements are true the present writer does not know. During the past twenty years he has noted on the one hand a decided tendency for high schools to expand, but on the other an apparent tendency to remain passive in the face of challenge. Those of us who have recently visited high schools in the line of duty have found ourselves thinking of needed changes in the whole program of secondary education in the schools observed.

Just now the writer is teaching a year's course in the problems of high school edu-

cation to a group of college juniors who will be teaching after one more year; he is also directing the supervision of two semester groups of student teachers who will be teaching in high schools next year. From the literature of education and out of the discussions and conferences with these groups, it seems well to commit to writing some of the points which arise. The attempt is made to present a plain statement of what appear to be the best conclusions we can draw at this time.

In this article, and perhaps others to follow, we discuss certain matters of moment in high school education. At the end a tentative statement of principles is proposed as a sort of check against present practices and procedures. These statements may be at least stimulating to administrators, teachers, college students, and thinking parents. This article deals mainly with high school pupils as basic to all secondary education. Other discussion will be given to aims, curricula, school management, qualifications of teachers, and such problems.

### I. *Some General Considerations*

One of the surest conclusions that comes to the student of education in America is that secondary education as a truly public enterprise is here to stay. Already six out of every ten children of eligible age are in high schools and the proportion in school is growing with each decade. We know just as surely that schools will be made available in reach of all pupils and that they will be essentially free. Material provisions will be more ample and the total outlay of financial support per pupil will be greater. Each year there is more definite acceptance of high schools by the public; and we may expect even wider acceptance as the years go by. Every development to the present is in line with this statement.



We just as definitely recognize that high schools are for all children from all stations of life. Even though these children differ greatly in ability and advantages of previous training we insist that they all be taught in the same school—rich and poor, dull and bright, from country or from town, those who will go to college and those who will not. It is the American way.

Students of education know that this cross-section of population, brought together on the basis of age level or progress in the lower school, presents problems of teaching and learning which would appear utterly impossible of solution in any country of the world except the United States of America. A minority of people even in this country doubt the feasibility of universal education in high schools. How universal education can be accomplished has been and is the continuing problem of the high schools.

The present student bodies of the high schools must become the next adult generation. Out of the same group in any community will come the leaders and creative workers as well as the followers and workers in the ranks. Form and circumstance will shuffle all into their life stations, but they must have equal educational opportunities in the identical situation. Any other conception does violence to the American conception. In this sense the modern high school can be thought of as most nearly in reality a people's college.

The end of all high school education must be thought of as citizenship—both the life of the students in school and the next stage of life as adults. That is the justification for all the effort and expenditure and sacrifice that goes into the high schools. Unless high schools produce citizens continually better, and even more satisfactory in proportion to the greater extent of the investment in them, they will have existed in vain.

In this series of articles the writer will refer often to these basic generalizations. It is well to have them in mind at this stage.

## II. *The Nature of High School Children*

It is noteworthy that the six years included in schools organized under the junior-senior high school plan are the ones which most nearly mark the years of adolescence. In the several states organized under the 7-4 plan pupils reach high school a year or so after the beginning of adolescent changes and are through school before the period of pronounced change is completed. The junior high school as an institution owes its existence to the need of appropriate treatment for pupils in the beginning years of adolescence. On the whole we may say that the high school period coincides with the period of adolescent change and that the major task of secondary education is to provide for the needs of pupils who are changing from children to adults.

There is no general agreement among experts as to the changes which take place in pupils during the high school period. Some have taught that changes in physical, mental, emotional, and social characteristics are so pronounced as to be revolutionary in the life of an individual. The view generally held is that growth in all respects is more rapid than in previous years, but that it takes place in a fashion so orderly that no upsetting effects are bound to occur. School planning has generally been done on the assumption that adolescence is orderly, and that needed adjustments will be made in the lives of pupils to average or normal school-situations. It is well, however, that some further statement of adolescent changes be made at this point.

In the matter of growth, it is definitely known that from about age twelve to age sixteen or seventeen comes the most pronounced physical change in all the individual's life. All essential organs of the body become larger; glandular action becomes pronounced or is stepped up; the sexual



function with all its characteristics becomes a reality of life; the body generally approaches maturity in size, appearance, and functions. No reliable measurements of enough individuals for a period long enough, under controlled conditions, have been made to offer any better evidence than general observation affords on this point.

Even less is known about mental changes during adolescence. It is known that there is no period of rapid growth in intellectual attainments after about eighteen, though the level of ability to learn remains high until old age sets in. So many theories of learning have been held at different times and have left such effects in present thinking that the confusion at this point is quite real. There is probably a stepping up of mental functioning which corresponds generally with physical growth, though authorities are far from agreement with this conclusion. The safest assumption seems to be that mental development is a part of all maturity, that it takes place in orderly fashion, and that it is closely related to all other growth and experiences during the period of adolescent change.

All authorities seem to agree that adolescent pupils are subject to considerable emotional stress. Though there may be no outbreaks or upsets, due to conditions favorable for adjustment and control, the likelihood of such certainly exists. The period at best is one of opportunity for change from passing whims and moods to the greater stability that comes with self-control and self-direction. During early adolescence children are usually more sensitive to all that concerns them than either parents or teachers recognize. Feelings of fear, anger, and hate are dangerous when they occur often or when they are carried too far, and sometimes lead to definite emotional complexes. Each pupil may just as readily build up in his own life under proper stimulation those positive feelings of joy, friendship, and love which operate in constructive ways to enrich experience.

No period of life brings greater social changes than the years of adolescence. The individual naturally grows away from an attitude of self-interest and general carelessness; he begins to make himself acceptable to others. The predominant self changes into a member of the groups among which he circulates. This is a fact of large significance for education and all later life. Favorable circumstances for normal social adjustment during the period of change are highly important.

Adolescence is a period of great susceptibility to moral values. Any development along this line is the direct result of experiences and choices with their consequences. Many psychologists now hold that morals are learned as other things are learned and that learning situations may be consciously shaped for their moral values. In the present complicated social order and with the growing tendency to criminality in the latter years of adolescence, the sensitivity of early adolescent children to correct influences is of tremendous importance. Also, it is pretty well agreed that religious tendencies are strongest during adolescent years.

The foregoing summary of accepted conclusions concerning adolescent characteristics make the period a strategic one for education. Even if the changes are gradual, as most authorities agree they are, still all agree that they must be recognized as quite real. Their significance in shaping the secondary school is indicated in the statement of implications below.

### III. *Suggestions for Education of Adolescents*

While it is the work of the schools to prepare the next generation of citizens for the lives they will live, it is just as definitely true that children must be taught as they are. Whatever they are to become will be accomplished by working with them as they are. This proposition calls for almost radical adjustments of program and teaching



procedures in the high schools. Certain principles based upon the foregoing statement of the nature of adolescent pupils are proposed as the concluding section of this article.

A. In order that children may be taught in high schools in terms of themselves, as well as the subject matter which they have laid out for them according to adult demands, several provisions must obtain:

1. A program of health must conserve and develop physical vigor and sound habits of health care in all children. Needed sex information and cultivation of wholesome attitudes should be a part of this program of health.

2. Education must be made an individual matter to the extent that differences in ability must be accepted, then used or cultivated on the one hand or eliminated as detrimental on the other.

3. Opportunities for practices and ideals in good citizenship in the school as a community must be provided as a basis for later phases of adult citizenship in the larger community.

4. A program of activities wide enough in scope to use all the abilities of the students and socially useful enough to make them valuable should be carried out by students at the school in addition to all required courses in recognized subject matter.

5. The school should definitely recognize the importance of emotional adjustment for each pupil and bring influences to bear toward such adjustment or eliminate activities at the school which contribute to emotional disturbance.

6. The set-up and teaching in high schools should lead to the formation of moral practices and attitudes among students. While the public schools can not teach religion directly, they should lend all encouragement and co-operation to churches and other agencies engaged in religious teaching.

7. The high schools should take respon-

sibility for proper guidance of pupils in all problems connected with their school programs and offer vocational guidance which will stimulate thinking and wise vocational choices by pupils. The schools should never urge or force decisions as to vocations by pupils.

8. The fundamentals of knowledges and skills really needed by pupils in pursuing their education or in living their lives should be developed for all pupils. In this matter the needs of the pupils should take precedence over the conception of mental training that comes from different subjects.

B. The nature of adolescent children in the light of their adult lives calls for some definite provisions in the schools as matters of policy:

1. The individuality of pupils must be preserved and cultivated at the same time each one is participating with the group and learning from others.

2. The doors of social and vocational opportunity must be kept open to all pupils. There must be no social cliques or vocational determinations which would deprive any pupil of full freedom in participation or in making his own choices.

3. The schools should use every opportunity that offers to encourage creative work and to stimulate thinking by pupils.

4. The motive of success should be used in the learning-life of pupils. The pupils should be safeguarded from failure through better guidance and teaching.

5. The futility of mental discipline or general improvement through work that is merely difficult should be recognized.

6. At every stage of education the demands of a democracy should be recognized as the end of all expenditure of money and effort.

C. On the basis of the stated newer conceptions of adolescence and the needs which arise out of these conceptions certain practical demands may be made upon secondary schools:



1. Teachers are called for who can work sympathetically and understandingly with children of adolescent age.

2. Changed teaching procedures are demanded in keeping with modern conceptions of children and their learning.

3. Types of subject matter closer to the needs of the children and in keeping with newer conceptions of learning are demanded.

4. The education of boys and girls in the same school, with some parts of the work different for the sexes, seems desirable.

5. The high school should be related to, and in co-operation with, all the other educational agencies of the community.

6. Every effort should be made to retain in school all the children of adolescent age.

In this article we have tried to state fairly the demands in the education of adolescent youngsters which are related to the nature of the youngsters themselves. In another article we shall attempt to give the other side of the picture by stating the aims which the people collectively have in mind for the schools, and have a right to demand in return for the expenditure of money and effort.

PAUL HOUNCHELL

## THE VALUES OF INTEGRATED TEACHING

**T**AKING my cue from a recent article in the *Reader's Digest*, I recall that the author asks and answers ten points on how to make a speech. One of them is "Shall I tell a funny story?" and the answer, "No, by the beard of the prophet, no." And another question: "What shall I talk about?" the answer being, "Talk about what interests you. Don't try to get a topic out of the newspapers, or the encyclopedia,

or a book of speeches. Dig your subject, if assigned, out of your own head and heart."

Therefore I shall begin at once on the topic assigned, *How is Integrated Teaching and Learning Better Than Traditional Teaching and Learning?* My emphasis is on the changed attitude toward childhood. No subject could be nearer my heart—nor my head, for that matter—than children; and what I have to say about them this morning will for the most part come out of my experience, for I've been in the game of learning and teaching long enough to have seen many changes.

As I look back over the field, one element has remained constant: childhood. It is the same the world over; it is now, always has been, and always will be a period of naturalness, frankness, happiness, and freedom from restraint. But children have not always been natural, frank, happy, and free. Adult society once tried to make them measure up to something they were not capable of measuring up to. This was true in the home as well as in the school. Common at one time or another were such sayings as these:

"Spare the rod and spoil the child."

"Children should be seen and not heard."

"Every child is possessed of forty devils."

Each of us can give illustration upon illustration of the ways in which these sayings were applied.

When I was in school, a premium was placed on being quiet. On the blackboard was an honor roll—beautifully drawn. Every Friday just before dismissal the teacher asked all the children who had not whispered in school during the week to stand, while the names were written—mine was *never* among the honored. Then I was ashamed and disgraced. Now I am thankful I didn't appear among the "saved." I'm glad I wasn't that kind.

The big difference between then and now is the changed ideas regarding childhood. If ever the child has a chance, it is now. Go into any of the department stores and

A talk presented before the Rural Education section of the Virginia Education Association, Thursday, Nov. 26, 1936.



notice the space given to children's clothes, toys, books. Every city and town has its clinics where children may be taken to have any physical disturbance corrected. Playgrounds, nursery schools, and numerous other agencies all work for the common good of all children.

If I were called upon—and it seems that I am—to state a philosophy for teachers today, it would be one with which you are all familiar: "I am come that you may have life, and have it more abundantly."

Today as never before the child is thought of as an *active, growing* being, capable of *doing*, enjoying, and feeling. Think of the thousands of children who have gone through school without any aesthetic experiences. No teacher ever let me sing the song I thought pretty, and once when I took my colored pencils and paper to school and was having the time of my young life making beautiful pictures, landscapes, blue sky, green grass, trees in the foreground and background, a house—exterior and interior of the same house (you know what I mean; every one of you has done the same thing)—they were taken from me and I had to stand on the floor for all the children to see what a naughty girl I was. The real reason for my being caught was that my deep interest aroused the teacher's suspicions.

The child is thought of as a social being, one who enjoys working with others on his own level, giving, sharing, experiencing actual living. For the adult Life may Begin at Forty, some may Live Alone and Like It, and surely there are those who need to Wake Up and Live; but for the child, life begins early. He cannot live it alone and, if we want him to be a good adult citizen, then he must be given practice in group living all along the line.

He is thought of as having many interests and so the school room becomes a workshop, with books, pictures, materials of all kinds; and needless to say, it is no longer a place where the child must be made to go but a place where he can't be kept from. Several

summers ago children of the Peabody Demonstration School insisted upon going to school all summer through the heat, much to the dismay of their parents, who thought they should stay at home in the cool, because a few weeks before the close of the spring term some one had given them a turtle and a fish, and they thought no one else knew how to care for them.

The child is thought of as a curious child: he wants to know about this world, so he explores for himself; he asks questions. I remember, in Ruth McEnery Stuart's *Sonny*, how she describes two of Sonny's teachers. As you may know, the story is told by Sonny's father. When the teacher taught Sonny the world was round,

Sonny up and told him it wasn't so, lessen we was on the inside and it was blue-lined, which of course the teacher insisted that we was on the outside, walkin' over it all feet towards the center. Well, Sonny didn't hesitate to deny it and of course teacher commenced by giving him a check for conterdictin'. Then Sonny he allowed that he didn't conterdict to be a conterdictin', but he knowed it wasn't so. He had walked the whole length of the road, 'twixt the farm and the school-house and there wasn't no bulge in it, and besides he hadn't never saw over the edges of it, and with that teacher he gave him another check for speakin' out of turn, and then Sonny says, "Ef a man was tall enough, he could see round the edge, couldn't he?" "No," says the teacher, "a man couldn't grow so tall; he'd be deformed," and Sonny, he spoke up again and he says, "But I'm just a sayin' 'if'," and the teacher says, "We ain't a studyin' 'if's, we studyin' geography. Then Sonny kept still a minute and then he says, "Oh, maybe he couldn't see over the edge, teacher, 'cause if he was tall enough his head might reach into the floor of heaven." And with that the teacher, he give him another check and told him not to dare to mix up geography and religion which was a sackerledge to both studies.

It was on account of her taking an interest in all his little beasts and varmints that he took such a notion to Miss Phoebe Kellog's school; she's a sort of reformed teacher, I take it. When any other teacher would scold about such things as he'd fetch in, why, she'd encourage him to bring 'em to her, and she'd fix a place for them and maybe get out some book telling all about them and showing pictures of them. She had squirrel books and bird books and books on nearly every sort of wild critter you'd think too mean to put into a book, and she'd give the children readin' lessons on them and drawin' lessons and clay moldin' lessons. Why, Sonny has did his alligator so natural in clay that you'd 'most expect to see it creep away. And you'd think more of alligators forever afterwards too. And as to readin' he never did take no interest in learnin' how to read



out of them School readers which he declares don't no more 'an get a person interested in one thing before they start on another and may start that in the middle.

Sonny, not quite 12 years old, has read five books through and some of them twice and three times over. His Robinson Crusoe shows more wear and tear than what my Testament does. The other teachers they make a heap of fun of Miss Phoebe's way of school teaching, 'cause she lets the children ask all sorts of outlandish questions, an' make pictures in school hours and she don't require them to fold their arms in school, neither. Maybe she is foolin' their time away. I can't say as I exactly see how she's workin' it to educate them that a-way. I had to set with my arms folded eight hours a day in school when I was a boy, to learn the little I know and wife she got her education the same way, and we went clean through from the *a-b abs* and *e-b ebs* clear to the end of the blue-back speller.

The child is thought of as needing certain tools and skills, so he is taught to write, to spell; he is given practice in the fundamental processes in reading and arithmetic. These are given him not as ends in themselves but that they may help him make a better adjustment to this world in which he finds himself. It is made possible for the child to measure his own progress; and when the standard for his level of development is reached, he is not made to practice beyond that. He is made conscious of his difficulties, he knows what his deficiencies in the tool subjects are, and is given the opportunity to practice them. Not long ago I saw a writing lesson in which not many children were writing the same thing. Each child had a folder in which was placed all the writing he had done. The teacher had gone over each folder and noted the difficulties in each; these children were practicing for a purpose. Children in the upper grades may use a standard writing scale by which to measure their progress. It has been thought that making a child conscious of his difficulties made him more self-conscious, and I ask you how can anyone overcome a difficulty unless he first knows what that difficulty is. Many of us go on day after day, making the same mistake because we don't know we are making it. Of course, to point out the difficulty without at the same time offering constructive help is deadly.

The child is thought of as an individual, different from all other individuals. It is not necessary to go into a discussion that no two children look alike, express themselves in the same way, etc. You have heard it all only too many times, but bearing this fact in mind, individual instruction and individual practice, as I noted above, are necessary for the good of all concerned.

In an integrated program, then, the starting point, emphasis throughout, and the final round-up is The Whole Child. The child—not subject-matter—is taught. The child—not subject-matter—is the chief concern.

The child who has an opportunity to develop at his own rate, who learns to live and work with others, whose interests are used and from them bigger and better interests grow, whose physical welfare is looked after, whose emotional life is kept free from undue strain, who is given many opportunities for the enjoyment of life around him, who has had built up in him habits that will stand him in good stead, who has had practice in thinking through problems, will have a better chance than one who has not had them. His life-span won't be lengthened because of all this, but it will be deepened and broadened. Good mental, physical, and emotional health are not God-given qualities in that they descend some how some way from above. They are the results of the right relationship between the individual and his environment.

MARY LOUISE SEEGER

#### THE OBVIOUS

Unfortunately, the word research has come to be pretty loosely used, especially in the fields of education and the social order. Much that is called research in education and in the social order is nothing more than the laborious rearrangement of the obvious. Such tasks are not worth doing and are certainly not worth spending money upon.

—Nicholas Murray Butler.



## "AND SADLY TEACH"

*State Requirements that Discourage  
Educated Persons from  
Teaching*

**A**N ODD situation is developing in the teaching profession, caused by changes which are being made by various states in the requirements for licenses to teach. The general tendency seems to be to discourage educated persons from teaching in our public schools; to insure having in these vitally important posts, on the whole, the less educated members of the educated class.

Of course the readers of this magazine would all agree that it is of the utmost importance to our country to have the best possible teachers in our public schools—the best human beings we can produce, educated, wise, alive, interesting, with a gift for teaching and sympathetic understanding of young people.

Whether we attract such human beings to want to teach in our public schools, and are able to select the best from among our candidates, depends to a very considerable extent on the requirements set up by the various state authorities for licenses to teach in the public schools. Are these requirements now fairly good and getting better? On the contrary, they seem, on the whole, to be rather bad and to be getting worse. So that it looks as if it might become harder and harder to get educated persons to teach in the public schools.

This sounds so absurd that I must make it clearer by a concrete, imaginary example, to illustrate the tendency against which I am protesting.

But let me first assert as emphatically as I can that I am *not* attacking in particular the New York requirements, as some persons have assumed from my previous utterances. I am attacking not any one state, but a general tendency evident in many of

our states today. New York is by no means one of the worst in this respect. We have bright hopes that our State Education Department may soon make it even better. Perhaps I ought to explain also that my remarks apply for the most part rather more to high school than to elementary school requirements.

Suppose you are running a normal school in the small state of Blankdash, and have arranged your curriculum so that all your students take seven points of English composition, three points of hygiene, eleven points of American history and government, nine points of educational psychology, seven points of history and philosophy of education, fourteen points of practice teaching, five points of ethics—and so on through a mainly prescribed four-year curriculum. Then suppose that, convinced of the educational soundness of your particular curriculum as a training for teachers, you persuade the State Board of Education—or whatever its official name may be in the State of Blankdash—to pass a rule saying that all candidates for licenses to teach in the high schools of Blankdash must have had, in their college or normal school course, seven points of English composition, three points of hygiene, etc., etc.—enumerating all the courses prescribed for students in the Blankdash State Normal School, but not prescribed, or indeed offered, in just this form and amount, in Liberalia College in the State of Blankdash, or indeed in any other college or any other normal school in the United States.

Well, when there is an opening for a teacher in a local high school, obviously the only persons who can qualify will be the graduates of your own local normal school. Even if the most brilliant and promising member of the graduating class of Vassar should want to teach in that high school, she couldn't qualify—unless perhaps she should study somewhere for another year, and take two points of English and one point of hygiene, and two points of ethics

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A quotation from *The American Scholar*.



and a lot of other fragmentary odds and ends that she hadn't happened to include in her undergraduate curriculum. She will not want to do that, but will turn her attention to some other field of work.

And obviously any young resident of the State of Blankdash who looks forward to teaching will probably go, not to the local college of Liberalia, or to Harvard or Radcliffe or Bryn Mawr, but to the State Normal School of Blankdash, which has what amounts to a stranglehold monopoly on the public school positions in that state.

If you protested to the State Board of Education of Blankdash they would probably say that they preferred their own local young people as teachers, anyway.

This case I have described is an imaginary one. I do not know of any actual instance quite so extreme. But it may exist; and the tendencies of the moment run in that direction.

The result is that *it seems to be rapidly becoming impossible for graduates of our best liberal arts colleges to teach in the public schools of this country*. This is a pity. These colleges, with all their faults, have many advantages. They are well endowed and equipped, they are rich in fine traditions, they attract many of the very best young men and women of the nation, and develop their minds and spirits so that when they graduate they are on the way to being unusually well-educated all-around human beings. Many of them want to teach. They can continue to find posts in the private schools; but apparently not in the public schools. Must we really shut out from our public school posts the best educated young men and women of the nation?

The causes of this situation are not quite as simple as my imaginary example implied. The increasing requirement of professional work—in theory and principles of education, in methods and in practice teaching—is due partly, no doubt, to the experience of school boards with incompetent young college graduates who lacked a command of

the technique of teaching. The boards have naturally wanted to insure some really professional equipment in their new teachers.

Unfortunately, however, this large prescription of technical training is likely either to bar out young bachelors of arts altogether, or to force them to include in their undergraduate course so much professional work as to prevent their learning very much about the subject or subjects they expect to teach. If a postgraduate year of professional training were required, the temptation to thrust the technical work into the college curriculum would be avoided. This postgraduate requirement is already in force in some places.

At a recent meeting of the Association of Colleges and Universities of the State of New York in Albany, there was some interesting discussion of this question. Some speakers stressed the great difficulty of providing satisfactorily in the usual college of liberal arts the professional requirements specified. They lamented the fact that in colleges, universities and normal schools the required "education courses," intended to fire the students with the beauty and significance of the profession, were so often dull and damping and drove the best young scholars to other fields of work. They pointed out vigorously that the requirement of "practice teaching"—so sound in theory—was often impossible to carry out well and became almost a farce.

Most emphatically of all, the speakers protested that it was impossible to thrust down into the undergraduate liberal arts curriculum all this heavy professional requirement without seriously interfering with the student's acquiring some mastery of the *subject* or *subjects* he was going to teach, and interfering also, and very gravely, with his general education. A representative of the State Teachers Association explained convincingly that the teachers of today, to teach the subjects in the way required today, and to answer the demands of their pupils for light on the problems of today,



felt acutely the need of much sound, fundamental, general education. The teachers urged the requirement of a "fifth year" of postgraduate work, following the bachelor's degree, to contain a considerable portion of the professional training. An informal, unofficial vote was taken at this Albany meeting to show the "sense" of the assemblage and it proved to be overwhelmingly in favor of the "fifth year."

There is another feature of the requirements for licenses which is very objectionable to the liberal arts college mind. I have illustrated it in my imaginary example, the State of Blankdash. This is the tendency to prescribe very definite subjects and numbers of points or hours covering a large part of the four years' college course.

We had an example of this in the New York City requirements for the license in commercial subjects announced a year or so ago. Barnard College and the School of Business of Columbia University discussed planning a joint program to meet these requirements. But it seemed too difficult. To meet them in her college course a student would have to know, from the moment she entered college as a freshman, that she wanted to teach commercial subjects in a high school. Of course it is generally quite impossible for a freshman to know what she will like best and be best able to do.

This very important truth is often overlooked by school authorities, who set up requirements so rigid and so extensive that to meet them satisfactorily the candidate ought to know almost from the cradle just where his destiny lies. By such a policy many of the most competent young people may be driven away from high school teaching.

Another example of the difficulty of meeting specific requirements is provided by the State of New Jersey, which recently demanded, among other things, that its high school teachers should have had *three points* of health education. Now it hap-

pens that Barnard College offers and requires of all its students as one of its two prescribed courses a two-point course in hygiene, and offers no more. It is a particularly good course, I think; I feel sure there is no better in all the country. But today a Barnard graduate who wants to teach in New Jersey will have to go to a summer session or elsewhere and acquire somehow one more point of hygiene.

If this sort of thing is multiplied by different states in different subjects, one can easily see what an intolerable situation results. Educational authorities often do not realize this, because they think of a college as having to meet only the requirements of the state in which it is located. They forget that in most of our best liberal arts colleges we have students from many states. That is one of our great educational advantages: we can offer our young people a chance to know friends from all over our own country and from nations beyond the seas. But we can't offer forty-eight, or even twenty-four, different courses in hygiene to meet detailed requirements of different states.

We inevitably differ in this respect from state normal schools and colleges with a purely local constituency. But surely it is unwise to drive away from our public schools all graduates of colleges of this national type by setting up detailed requirements which they cannot meet. Is it not unwise also to drive away individuals who by study abroad or in some other unusual way have acquired an education better even than that which our colleges can give?

The detailed requirements of the sort I am lamenting will not drive away *all* candidates, of course. They will not drive away many of the mediocre ones, who will take extra years of study to qualify for a post. It is the *best* candidates who are driven away by such "catch" requirements. They can easily find work in private schools or in other fields.

A strange thing about some of these state



requirements is that they seem to demand only "exposure" to so many hours of instruction. The college is sometimes merely to certify how many hundred hours the student has sat in the classroom, with no statement as to marks or evaluations of her own work or any other result of the exposure.

I said that if you complained to the authorities of some states that their requirements limited their candidates to their own state normal school, they would no doubt reply that they preferred their own young people, anyway. This is a real element in the present situation. In hard times authorities not unnaturally want to take care of their own people. Lots of local families are hard up. The officials, conceiving of teaching positions as a sort of "dole," sometimes tend to distribute them to those of their own people who most need the money rather than to the most competent teachers who can best serve the children of the state. It is a very natural instinct in bitter days of need but, alas, a very perilous one for the schools of the nation.

The requiring of a lot of specific points or hours in certain subjects for licenses to teach, this growing tendency against which I am protesting, is, curiously enough, just contrary to the newest and most approved educational practice of the time. Does not that seem rather quaint? The drift in college admission policies, for example, has been just the other way. Many of the best schools and colleges have been endeavoring to stop merely adding up hours of "exposure" to instruction, and have been trying instead to set up tests of power and of achievement. The psychological and scholastic aptitude tests for admission to college, the reduction in the number of prescribed subjects, the abolition of prescribed courses for the degree, the comprehensive examinations and special honors courses are striking examples of this tendency. It is seen also in various professional fields and recently in the enlightened effort of the United

States Civil Service Commission to set up a general test of power and qualification, without requiring specific subjects, for college graduates wishing to enter the government service.

It would seem reasonable to expect in the profession of education itself some similar effort to test the personality, the power, the general education and the professional aptitude of would-be teachers. There are indeed a few attempts of this sort, but on the whole the drift seems to be toward the strangely detailed, "catch" requirements that tend to discourage educated persons from trying to teach in our public schools.

The case is not going by default, however. A rising tide of protest is becoming evident. The great scholarly associations, for example, are lifting their voices, asserting that for a teacher of chemistry some really thorough knowledge of chemistry is primarily indispensable, or for a teacher of history some wide and sound knowledge of history.

VIRGINIA GILDERSLEEVE

### WHY THE INDIAN BOARDING SCHOOL FAILED

THE purpose of the earlier Indian schools was to civilize the Indian as rapidly as possible. The missionary and the military had found that the adult Indian clung tenaciously to his ways and his familiar haunts. If any marked change was to be brought about, it appeared that the children must be caught young, separated from their parents, and taught white ways.

Ignoring completely the tribal differences which have been discussed in earlier issues of *Indian Education*, the infant representatives of hundreds of tribes were thrown together indiscriminately. The better to encourage the learning of English, the speaking of tribal languages was forbidden. The ban was enforced through corporal punishment—occasionally of a brutal type. Little children barely seven years old were torn



from their parents, shipped sometimes thousands of miles from home, without understanding what it was all about, and then housed in vast ugly friendless dormitories where sixty to a hundred and more children shared a single room. Bathing and toilet facilities were (and sometimes still are) inconvenient and unsanitary.

Marched to meals, marched to classes, drilled in spare time to keep them out of mischief, boys and girls were frequently housed on the same campus, but in no sense of the word "co-educated." Corporal punishment reminiscent of colonial school days was inflicted for even slight infractions of the rules. Thus did we undertake to "civilize" our wards—in an atmosphere which must have made the most primitive of Indian homes appear as paradise in comparison. That this earlier generation of Indian teachers accomplished anything by their procedures, is a tribute to the personalities of those rugged and honest souls amongst them who believed firmly in their objectives and "won souls despite their methods."

Not to be overly sentimental, imagine your own little six year old (if you have one) torn from you against your will and conveyed to Mexico or China; forbidden to speak English and among persons who talk a foreign tongue and to whom he could not make his wants known. Imagine all his inbred habits of dress, bathing, care of the hair, sleeping and eating violated. Picture him, as he begins to understand in some degree the speech of his captors, learning that everything that you, his parents, had taught him was wrong and vicious. Imagine him punished when he sought communion with the God you had taught him to love and trust. Imagine him at night, herded into bed in a vast, cheerless, colorless room with a hundred other motherless, homesick boys.

There is no need to push the contrast. Either you have allowed yourself to experience it in imagination or you haven't.

But our error didn't stop there. We kept the child—sometimes twelve long years, or more—and then, like as not sent him back to his reservation to readjust into the tribal life. We justified our action by assuming that an adolescent child could seriously modify the culture pattern of his adult group and could offer leadership to the tribe in its advance toward civilization. It didn't work, and we lamented his "reversion to the blanket," and the average American talked about the strangeness of the Indian who, after being introduced to the refinements of civilization, appeared to prefer his primitive and sometimes pagan ways.

In analyzing this situation, let us recognize that the Indian child had been away from his native culture most of his life. He returned to find himself alien to his family and his group. In a culture in which age is respected and youth must prove itself, his very strangeness to all that counted with the tribe, became a liability. He lacked the first necessities to tribal leadership: familiarity with custom, and the confidence of his people. The only possibility open to him if he were to remain with the group, or gain leadership, lay in identifying himself as rapidly as possible with the tribe. To do this, necessitated laying aside the habits of civilization and learning the habits of his people.

To make the situation more graphic, but less serious than it actually was to the young Indian, just imagine your brother or son coming home green from college and trying to remake the family habits. Listen to him criticize mother's cooking, father's car or business methods, big sister's makeup, and grandfather's evening toddy. How long would he be welcome, and how soon would he be told to shut-up and learn to get on with the family, or get out?

Many of our old Indian school graduates "went back to the blanket," and today, having gained positions of leadership, are influencing their people toward some of the



American culture patterns which they feel are more desirable than the Indian way. Others were "lost to civilization."

Is this exaggeration? Probably not. Many of the statements are based on the reactions of older Indians to their own Indian school experiences. They have frequently stated the case even more vividly. Allowing for over-emphasis here or there, it should be apparent that because it ignored fundamental psychological and anthropological facts in the lives of our Indian children, the old boarding school was doomed to fail. Many of its objectives we now believe to have been wrong, but granted that the objectives might have been right, the set-up was calculated to defeat its own ends.

Fortunately, most of this is past history. Many of the boarding schools have gone. Many of the remaining non-reservation schools have reformulated their objectives. The children are now drawn from contiguous tribes, and usually return home during vacations. The reservation boarding school, to the extent that it still exists, has assumed a new purpose, keyed to the vocational needs of the pupil who will make his living through the successful exploitation of the resources of his own home reservation.—*Indian Education*, fortnightly publication, U. S. Office of Indian Affairs.

### INSTRUCTION IS NOT EDUCATION

THE steady tendency toward the bureaucratic standardization and regimentation of all school and college work which has now been going on in the United States for a full generation, has done and is doing serious damage to the cause of education. The American people are expending year by year hundreds of millions of dollars for the construction and support of schools, the influence of which as reflected in the minds and characters of so many of the millions entrusted to their care, is very far from what it should be.

No matter how varied the types of student may be or how various their several individual personalities, education fails entirely unless it provides them, each and all, with a common intellectual denominator. The practice and policy of permitting the student who is a mere child to choose his own subjects of study without direction or oversight, or to pursue those and only those which appeal to his taste or to his fancy, is a complete denial of the whole educational process. This is what may be called the rabbit-theory of education, according to which any infant is encouraged to roam about an enclosed field, nibbling here and there at whatever root or flower or weed may, for the moment, attract his attention or tempt his appetite. All this is described by the ludicrous term of self-expression. Those who call this type of school work progressive, reveal themselves as afloat on a sea of inexperience without chart or compass or even rudder.

The youth thus deprived of the privilege of real instruction and real discipline, is sent into the world bereft of his great intellectual and moral inheritance. His own share of the world's intellectual and moral wealth has been withheld from him. It is no wonder that the best use he can so often find to make of his time is to try, by whatever means he can devise, to share the material wealth of some of his fellows.

With all this there has gone the tendency to confine judgment upon a pupil's progress in school to his technical performance at formal examinations. Thus, a widespread system of formulating the educational process in terms of points or hours, and of measuring educational progress by the mere results of periodical tests of work prescribed for these points and hours, has been brought into existence. There could hardly be a more complete abdication of the teacher's true function than that marked by practices of this sort. The results are to be seen in the untrained, undisciplined and even uninformed minds to be found in so great



numbers among the school children and school graduates of today.

The effects of this series of happenings on the work of the American college are most unfortunate. The results of formal instruction are relatively easy to test and to measure, while the results of guidance, of discipline and of inspiration are only to be found in those intangible qualities which are reflected in good morals and good manners, in other words in fine personality. This is not difficult to recognize, but it is quite impossible to measure it by mechanical devices.

It was never more important than now to resist the habit of treating instruction as if it were identical with education and as if it alone constituted the entire educational process. The guidance, the discipline and the inspiration which should accompany and condition instruction are the vitally important educational instrumentalities. The mere possession of information, however multiform and however accurate, is no test or assurance whatsoever that an education has been had or even begun.

The American college, when it opens its doors to undergraduate students, does so with the hope and the purpose of admitting such, and only such, as desire a college education and who, it is reasonable to believe, will address themselves to getting that education in the best and most helpful way that is possible. These undergraduate students are called upon to pay academic fees, but the college itself from its own resources must expend upon such students at least as much again as each individual student pays to the college. Therefore, if it is to discharge its trust, the college must make sure that it accepts and keeps upon its rolls only those undergraduate students who are worthy of receiving this generous favor, and who show themselves desirous of profiting by their educational opportunity and of taking every possible advantage which that opportunity has to offer.

Any other conception of college education

must result in turning the college into a mere factory with degrees and honors for sale at so much per point, the point to be gained by formal examination upon the subject matter of instruction alone. All character-building influences are pushed aside and all those qualities and characteristics which go to the making of an educated American gentleman are treated as if they did not exist. Where these conditions prevail the college is a machine for turning out instruction, and not a seat of learning to give all that is meant by the true significance of the word education. Character, conduct, and sound mental habits come first; information, however important, is subordinate to them.

NICHOLAS MURRAY BUTLER, in his  
*Report of the President of Columbia University for 1936.*

#### THE BAD APPLE THAT ROLLS

Today one person in every three in the United States resides in a state other than the one in which he was born. A poorly educated child in Mississippi may become a public charge in North Carolina, commit a crime in Kansas, be an inefficient workman in California, or help elect a poor judge or senator in Massachusetts. Criminals, illiterates, beggars, unemployed, and social undesirables are among the most mobile elements of our mobile population. They know no state lines. No state is safe from bad citizenship in any state. Some state must pay the price of ignorance in any state. In the interest of the general welfare, educational opportunities should be more nearly equalized throughout the nation—A. R. NEWSOME.

The educated man is a man with certain subtle spiritual qualities which make him calm in adversity, happy when alone, just in his dealings, rational and sane in all the affairs of life.—*Ramsay MacDonald.*



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## EDUCATIONAL COMMENT

### HEALTH MENACE NOW FACED SQUARELY

Plans for the first National Social Hygiene Day, to be held February 3, 1937, are announced by the American Social Hygiene Association, of 50 West Fiftieth Street, New York City. On this day, state and community voluntary organizations interested in the control of syphilis and gonorrhea and other social hygiene problems, with the advice and approval of health authorities and the medical and allied professions, are planning to hold meetings all over the United States.

There has been definite progress all along the line during the past year in public understanding and support of the campaign against syphilis. Newspapers and magazines are opening their columns to public discussion of this health menace to a greater extent than ever before. Certain important groups, such as the General Federation of Women's Clubs and the National Council of Women, are adopting the fight against syphilis as among their next major efforts in promoting community health. (The women's groups are particularly interested in the elimination of prenatal or congenital syphilis, which, acquired by a child before

birth from an infected mother, is responsible for a large share of stillbirths, miscarriages and defective children, and which is entirely preventable by proper treatment.)

Service luncheon clubs, such as Rotary, Kiwanis, and Lions have recently been undertaking social hygiene programs. Business leaders are studying the cost to industry from lost time, lowered efficiency and hospitalization due to syphilis. The large insurance companies are concerned over the unnecessary claims for death and disability due to syphilis. Civil clubs, forums and town meetings are discussing the diagnosis and treatment of syphilis as a national plague.

It is believed that the direction of united nation-wide attention to this subject in the way that is proposed will help professional and lay community leaders to capitalize and increase this new interest, and consolidate for further advance towards meeting General Parran's challenge to "stamp out syphilis."

### THE MACHINERY OF INTERNATIONAL CORRESPONDENCE

The International Friendship League, 41 Mt. Vernon Street, Boston, Massachusetts, has been organized for the purpose of promoting better understanding among the youth of all nations through personal correspondence. Up to now, well over two million letters have been exchanged between boys and girls of the United States and sixty different countries. Since English is being taught in practically every country in the world, nearly all the correspondence is carried on in the English language.

Teachers feel that the world-wide correspondence plan is stimulating to their students in their studies of geography, sociology, and history.

For further information, address the Executive Secretary, International Friendship League.



## THE READING TABLE

### EDUCATORS EVALUATE A CORRELATED CURRICULUM

The idea that the various subjects in a curriculum should be taught with some reference to one another and not as isolated units of information has for some years been arousing increasing interest on the part of educators. Such words as *correlation*, *fusion*, and *integration* have taken on new meanings in the educational world, indicating attempts to bring about varying degrees of educational synthesis. Much has been written about experiments with an integrated curriculum in this or that school and about theories of integration, but it remained for the Committee on Correlation of the National Council of Teachers of English to make a comprehensive survey of correlation in all its aspects as it is being tested in schools and colleges today, with special attention to the correlation of English and other subjects.

A report of this survey was presented by the committee to the National Council of Teachers of English at the twenty-fifth anniversary meeting of that organization in Boston November 26-28. It was compiled and edited by Miss Ruth Mary Weeks, Paseo High School, Kansas City, with the advice and assistance of Dr. William Allan Neilson, president of Smith College, and Miss Bess Goodykoontz, assistant commissioner of the United States Office of Education, and has been published with the title, *A Correlated Curriculum*.<sup>1</sup>

"The average student today," Miss Weeks says in her introduction, "studies algebra, history, chemistry, German, English literature, and the rest without seeing that these are really just the pieces in a great picture-puzzle which, if assembled, will reveal the image of the world. Never

good pedagogy, the picture-puzzle type of education has become doubly inadequate since tremendous enrolments have swept into the schools many students with little cultural background, no general information, and no inherited traditions or scale of values by which to pick out a pattern from the educational pieces rattling in the puzzle box of the curriculum."

A successfully integrated curriculum, the editors point out, does not end with utilizing all the student's abilities and guiding him to self-mastery of social intelligence, but helps him in adjustment to life by giving him a pattern for his own personal integration, and it trains him for building a new and better world. "Correlation today means more than employing English as a tool for other disciplines and more than the haphazard enrichment of English by materials from related fields. It means recasting the whole educational program in the mold of a central purpose, so that not only the parts but the whole will have a meaning, a meaning which will tie part to part by a recognizable bond."

Throughout the report, emphasis is placed upon the necessity for a genuine rather than a specious correlation. "Correlation is not just bringing unrelated things together, as when English, music, and dancing classes each contribute to an assembly program numbers disconnected in both style and theme. We cannot say that we have correlated two ideas, two groups of material, or two subjects of instruction unless we reveal some genuine life relation between them—a relation of cause and effect or of part and whole."

Correlation enthusiasts are warned against regarding the new development in curriculum-building as an educational panacea, and are urged to subject any proposed correlation program to at least eight tests, one of these being: In the case of fusion of one or more subjects, are significant, tested values of any subject lost in the merger? "In any change," it is said, "some values

<sup>1</sup>A CORRELATED CURRICULUM. Edited by Ruth Mary Weeks, chairman, for the National Council of Teachers of English. New York: D. Appleton-Century Company, 1936. 326 pp. \$2.00.



must, of course, be lost, but do the new values gained by a specific program compensate for the old ones that have been lost?"

The book has a practical usefulness for the teacher in outlining units and projects in which one or more subjects are correlated with English. These will be of assistance to any teacher looking for opportunities to enrich classroom work. Of interest to the lay reader, as well as to teachers and curriculum makers, is the appendix in which appear the statements of seventeen internationally known authorities in various fields on the vital and significant aspects of their respective subjects that should be kept in mind in planning any correlative experiment.

GRADY GARRETT

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IDEAS AND MODELS. By Louise Pound, Theodore Stenberg, James P. Callahan, Robert Adger Law, Lowry C. Wimberly, and Norman Eliason. New York: Henry Holt & Co., 1935. 850 pp. \$2.00.

The authors have assembled in one volume, in addition to a fresh collection of models classified under the four forms of discourse, an appendix containing 120 pages of conventional handbook material. One could wish that Miss Pound had participated in the preparation of the section on Diction.

The readings provide a richly varied and stimulating abundance.

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THE UNIT-ACTIVITY SERIES. By Nila Banton Smith. New York: Silver Burdett & Co. 1936. Practice pads to accompany *Tom's Trip*, *In City and Country*, *At Home and Away*.

These practice pads, like the readers in this series which were reviewed here in November, 1936, are interesting and stimulating. So often workbook material is monotonous; not so these, for there is a good check on reading and vocabulary and there are plenty of interesting things to do. Never does the author lose sight of her purpose to give the child control over the printed page.

MARY LOUISE SEEGER

SELF-TEACHING GEOMETRY. By Murray J. Levanthal. New York: Globe Book Co. 1935. 151 pp. Paper cover, 40c; cloth, 75c.

MODERN ARITHMETIC EXERCISES, SEVENTH YEAR. By William F. Roantree. New York: Globe Book Co. 1935. 68 pp. Paper cover, 34c; cloth, 67c.

SELF-TEACHING ARITHMETIC PROBLEMS, FOR THE UPPER GRADES. By Max H. Sills. New York: Globe Book Co. 1935. 90 pp. Paper cover, 34c; cloth, 67c.

These books seem to supplement the regular textbook.

*Self-Teaching Geometry* helps the pupil solve new types of problems, guiding him in the geometric mode of thinking. Exercises are graded to accommodate different levels of ability.

*Modern Arithmetic Exercises* is meant to discover and overcome individual deficiencies. Much of the book is given to tests on each process, followed by remedial drill and subsequent retesting. Some problems are also included.

*Self-Teaching Arithmetic Problems* is a book of problems for various grades. Exercises involve the steps in solution of each type of problem. There is an illustrative problem for each type. Some new-type tests and one period test are included. L. R.

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## NEWS OF THE COLLEGE

At the annual Christmas Vespers of the Glee Club in Wilson Hall December 13, the club was assisted by the orchestra, composed of students of H. T. C. and Shenandoah College and directed by Professor J. Edgar Anderson of the Music department; the Apollo quartet of Harrisonburg; Miss Frances Houck of Harrisonburg, teacher of Home Economics in the local high school; and Mr. Caleb Cushing of Shenandoah College. Miss Ellen Fairlamb, of Richmond, was the guest soloist.

Ann Bell VanLandingham, Petersburg, was elected 1937 varsity hockey captain, according to an announcement at the annual hockey banquet December 9. Varsity letters were awarded to the following mem-



bers of the squad: Beryl Frech, Long Island, N. Y.; Margaret Shank, Harrisonburg; Margaret Turner, Axton; Jean VanLandingham, Petersburg; Maud Whitehead, Bedminster, N. J.; Peggy Byer, Hagerstown, Md.; Arline Seirks, N. Y.; Alpha Spitzer, Broadway; Helen MacMillan and Lois Sloop, Harrisonburg; Virginia McCue, Ft. Defiance; Martha Wratney, Pittsburgh, Pa.; Marguerite Holder, Winston-Salem, N. C.; Letitia Holler, Camden, N. J.; Margaret Poats, Charlottesville; Margaret Glover, Weyers Cave; and Ann VanLandingham, Petersburg.

Helen MacMillan, Harrisonburg, hockey sports leader, presented class team awards to fifteen seniors, eleven juniors, twelve sophomores, and sixteen freshmen.

Declaring that there remain only three great nations, France, Great Britain, and the United States, which believe in liberty and democracy, Dr. Percival Cole, author, lecturer, and vice-principal of the Teachers College in Sydney, Australia, stated that America and Australia must continue to stand shoulder to shoulder for peace and freedom. Dr. Cole, who is in America as exchange professor of the Carnegie Foundation of International Peace, spoke to the student assembly Wednesday, December 9.

A Newman Club, composed of the Catholic girls on campus, was recently organized and is holding weekly meetings. Officers elected for the year were Dorothy Lee Winstead, Norfolk, president; Jane Coleman, Norwich, N. Y., vice-president; Frances Lanier, Petersburg, secretary; Ana Haddock, Puerto Rico, treasurer; Lucille Webber, Winchester, Chairman of Public Relations.

Interclass basketball season opened with a double win for upperclassmen over their sister classes. The first games, played Friday night, January 8, ended with a 23-22 victory for the juniors over the freshmen and a 21-19 win for the seniors over the sophomores.

Other intermural games scheduled for January were the sophomore-junior and freshman-senior clashes January 15 and the junior-senior and freshman-sophomore games January 18.

These games were preliminary to the varsity season which opens January 23 at H. T. C. with the local sextet pitted against Lynchburg College. The varsity schedule, though yet incomplete, includes also the following games: February 5—Lynchburg College, there; February 6—Westhampton, there; February 20—Savage, here; February 26—Farmville, here; March 6—New College, here.

Evelyn Faught, Singers Glenn, received the Aeolian scholarship awarded each year to a student showing special ability in some branch of music. She will receive one lesson a week in voice during the winter quarter.

Recent elections have resulted in the selection of Peggy Byer as critic of Page Literary Society, Mrs. Mary Darst as treasurer of Kappa Delta Pi, Lena Mundy as historian-reporter of Kappa Delta Pi, and Hazel Koontz as senior class representative to the *Schoolma'am*.

Students chosen by the various classes to serve on the 1937 nominating convention were as follows: *Senior*—Betty Martin, Catwba Sanatorium; Margaret Turner, Axton; Linda Barnes, Stuart; Adelaide White, Wytheville; and Helen Shutters, Mt. Jackson; *Junior*—Dolores Phalen, Harrisonburg; Margaret Smiley, Roanoke; Margaret Cockrell, Alexandria; Hilda Finney, Pen Hook; Evelyn Vaughn, Lynchburg; *Sophomore*—Mary Ellen McKarsie, Alexandria; Kathryn Shull, Winchester; Mary Wright, Norfolk; Katherine Warner, Richmond; and Patricia Minar, Arlington.

Other members of the convention are the five major officers—Mary B. Cox, Independence, president of Student Government; Adelaide Howser, Arlington, president of Y. W. C. A.; Retha Cooper, Winchester, president of the Athletic Association; Ethel



Cooper, Winchester, editor of the *School-ma'am*; and Lois Sloop, Harrisonburg, editor of the *Breeze*.

Miss Lois Pearman, B. S. Winthrop College, Rock Hill, South Carolina, M. A. Teachers College, Columbia University, has just been appointed associate professor of home economics and is teaching courses in clothing. For five years Miss Pearman taught in the North Texas State Teachers College at Denton. She came to Harrisonburg from Ames, Iowa, where she was doing graduate work during the fall.

The recent growth of the home economics department has made necessary more laboratory and classroom space in Maury Hall. The biology department was consequently moved during the Christmas holidays from Maury to the second floor of Wilson. Maury is now occupied by the chemistry and home economics departments. Type-writing and stenography has been moved to the first floor of Reed.

During the week of December 28 to January 2, when various professional organizations were in session, members of the college faculty attended the following meetings: Professor C. P. Shorts and Dr. C. H. Huffman, president and secretary of the local chapter of the American Association of University Professors, along with Dr. J. A. Sawhill and Professors R. M. Hanson and C. T. Logan, attended meetings of the AAUP in Richmond. Miss Cleveland, Mr. Logan, Dr. Huffman, and Dr. Sawhill attended various branches of the Modern Language Association, meeting in Richmond the same week. Professor G. W. Chappell and Dr. Amos T. Showalter went to Atlantic City to attend meetings of the American Association for the Advancement of Science; and Dr. A. J. Tresidder attended the meeting of the National Association of Teachers of Speech in St. Louis.

### ALUMNAE NOTES

Harriett Pearson, '31, and Douglas A. Sale were married in Winchester on De-

cember 26. Since her graduation from H. T. C., Mrs. Sale has taught Home Economics in the Chase City High School. Mr. Sale is a graduate of the University of Virginia. They will live in New York City.

Sara Milnes, '28, and Marshall Sipe were married in Harrisonburg on December 24. Mrs. Sipe has been in charge of the College Tea Room and was formerly assistant to Miss Clara G. Turner, dietitian of H. T. C. For the past few years she has been a member of the Churchville High School faculty. Mr. and Mrs. Sipe are making their home in McGaheysville.

On Thanksgiving day, Paulyne Ellmore, '32, and Wilbur Wibirt were married in Washington. Mrs. Wibirt has taught in the Arlington County schools since her graduation from H. T. C. Mr. and Mrs. Wibirt are living in Cherrydale, Va.

Sherwood Jones, '27, (Mrs. R. J. Jager), with her husband and mother, was a brief visitor on the campus a few weeks ago. Sherwood was in the Norfolk high schools until her marriage almost two years ago. Immediately after her marriage they went to South America. They are now living in New York City, but Mr. Jager, who is with the Standard Oil Company, may soon be transferred to Europe.

The Richmond alumnae entertained the H. T. C. Richmond Club at a luncheon at the Gypsy Tavern on December 30. Anne Wood, '37, is president of the Richmond club.

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### OUR CONTRIBUTORS

PAUL HOUNCHELL is assistant director of the training school and professor of education in the State Teachers College at Harrisonburg, having come last fall from Florence, Alabama, where he occupied a similar position.

MARY LOUISE SEEGER is associate professor of education in the State Teachers College at Harrisonburg.

GRADY GARRETT is the Virginia representative of the Committee on Public Relations of the National Council of Teachers of English. He is a teacher of English in the Jefferson High School at Richmond.



## FILM ESTIMATES

Progressive teachers will find dependable advice in these estimates on current film releases. Recognizing that one man's meat may be another man's poison, the National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with *The Educational Screen*, Chicago.

AFTER THE THIN MAN (Powell, Loy, Landi, Stewart) (MGM) Successful "box-office" imitation of Thin Man—happy married couple always tangled in crime, and furnishing fairly human comedy as they go. But hero's almost continuous drunken daze makes his deft detective work hardly convincing.

(A) Good of kind (Y-C) Amus, but doubtful

ALONG CAME LOVE (Irene Hervey, C. Starrett) (Para.) Pleasant, whimsical little love story about a nice little sales-girl heroine's struggle for the notice of her ideal hero, a doorman also studying medicine and absorbed in babies. Married, as often happens, by one cheap touch of crudity.

(A) Perhaps (Y) Fairly good (C) No interest

APRIL ROMANCE (Richard Tauber, Jane Baxter) (MGM) The pathetically unsuccessful love story of Schubert, charmingly told, serves as background for his famous songs, beautifully sung by Richard Tauber. Refreshing simplicity of well-acted story emphasized by Viennese ball-room splendors.

(A) Delightful (Y) Mostly good (C) Little int.

BANJO ON MY KNEE (Stanwyck, McCrea, Walter Brennan) (Fox) Colorful story of shantyboat life on lower Mississippi, with picturesque characters of elementary morals, rollicking slapstick and melodramatic villainy. "Land girl" heroine and river siren of shady past fight over crude hero. Ethical value low.

(A) Depends on taste (Y) Not the best (C) No

CAMILLE (Garbo, Taylor, Crews) (MGM) An outstanding masterpiece. Notable achievement in intelligent direction, restrained treatment, fine acting, pictorial beauty, with background, sets, costumes true to time. Garbo superb as Dumas' tragic heroine who finds real love too late.

(A) Excellent (Y) Mature (C) No

HIDEWAY GIRL (Robert Cummings, Martha Raye) (Para.) Starts as lively adventure stuff, with fleeing heroine meeting rich young hero. Then crooks, police, clubs, yachts, staterooms, pretended "man and wife" situation make roistering stuff of dubious value, till hero's fiancée proves to be famous crook!

(A) Mediocre (Y) Better not (C) No

IN HIS STEPS (Eric Linden, fine cast) (Grand Nat.) Only title and serious purpose relate to famous book. Under-age pair, genuinely in love, defy rich parents, elope, marry, learn new ideals in poverty. Boy bravely returns to face kidnap charge and clear old friend—and all is forgiven! Well acted.

(A) Good of kind (Y) Mature (C) No

LOVE IN EXILE (Clive Brook, Helen Vinson) (G B) Mythical kingdom story of king who abdicates, under pressure of unscrupulous money-kings, but clever management by heroine, his devoted friend before king days, restores king and furnishes a queen. Suave, light, agreeable.

(A) Fair (Y) Good (C) No interest

LOVE ON THE RUN (Gable, Tone, Crawford)

(MGM) Hilarious, preposterous fun over two newspaper pals chasing runaway heroine from London to Paris. Breezy, wisecrack dialog but not sexy. Hero wins always by double-crossing pal. Some crudities of act and speech, but mostly non-stop amusement.

(A) Very good of kind (Y) Amus. (C) Doubtful

MAKE WAY FOR A LADY (H. Marshall, Ann Shirley) (RKO) Mostly a charming little story of grown-up love, with Gertrude Michael adorable in teacher role. But Ann Shirley does not quite convince in naive, school-girl meddling with her father's romance and certain bits do not ring true.

(A-Y) Rather good (C) Little interest

PENNIES FROM HEAVEN (Bing Crosby, Madge Evans) (Para.) Humble-life story of good-natured, mutually helpfully ne'er-do-wells, living hand to mouth through highly improbably adventures to success. Bing sings as usual, and acts human role better than usual. Orchestra accompanies songs, even in a solitude.

(A) Depends on taste (Y) Good (C) Fair

PLAINSMAN, THE (Gary Cooper, Jean Arthur) (Para.) Powerful picture of heroism and villainies in the '60's, when America was "making its frontiers safe". High historical value, vivid character interest, but DeMille must have his moments of torturing drama and agonizing, incredible heroics.

(A-Y) Fine of kind (C) Too strong

REMBRANDT (Charles Laughton) (UA) Supremely careful English production, wonderful in backgrounds, sets, costumes, vivid in characters, slight in action. More a study than entertainment. Overemphasizes failure. Only picture shown is mocked. Laughton fine in undramatic role. Speeches overdone.

(A) Impressive (Y) (C) Not recommendable

STOWAWAY (Shirley Temple) (Fox) After exotic start, becomes engaging adventure story ideal for Shirley's talents. Child's influence over grown-ups very appealing and convincing. No misadventure carried far enough to be painful. No tap dancing. Songs belong in action. Shirley's best in years.

(A) (Y) (C) Excellent

WE WHO ARE ABOUT TO DIE (John Beal, Preston Foster, Ann Dvorak) (RKO) Harrowing portrayal of innocent man in "Death row". Grim humor by tough convicts, gruesome gallows stuff, agonizing suspense, weak ending. Called anti-capital punishment. Rather belittles trial methods. Beal inadequate.

(A) Grim (Y) (C) By no means

WINTERSET (Burgess Meredith, Margo) (RKO) Splendid screening of powerful, grim, depressing Anderson play. Amid slum poverty and deadly gangsterism, hate and murder are dramatized into masterful story of injustice, vengeance and brutality. Vivid realism by great cast. A masterpiece of its kind.

(A) Outstanding (Y-C) Harrowing, unwholesome



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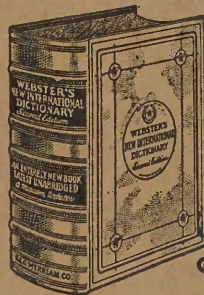
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